

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions drawn from the findings and discussions presented in the previous chapter. The conclusions summarize the main findings regarding the implementation of the scaffolding strategy in teaching writing skills at SMP Al Huda Kediri.

#### **A. Conclusion**

Based on the data analysis, the researcher concludes that the research questions have been answered through the findings regarding the implementation of the scaffolding strategy in teaching writing skills in Class VII C of SMP Al Huda Kediri. The findings indicate that the teacher systematically implemented the scaffolding strategy through pre-teaching, main teaching, and post-teaching activities. During the pre-teaching stage, the teacher prepared students through greetings, prayer, attendance checking, and the presentation of learning objectives. In the main teaching stage, the teacher applied the four stages of scaffolding proposed by Hammond (2001), namely field building, modelling, joint construction, and independent writing. Through these stages, students were assisted in connecting their prior knowledge to the learning material, understanding the structure and language features of Procedure Text, collaboratively constructing texts with teacher guidance, and developing greater independence in writing.

The findings also reveal that the scaffolding strategy helped students participate actively in the writing process through the provision of gradual and structured support. The teacher provided assistance based on students' needs,



particularly in vocabulary selection, grammar usage, and sentence construction. Although students were given opportunities to write independently during the independent writing stage, teacher support could not be completely withdrawn because some students still required guidance to complete their writing tasks. During the post-teaching stage, the teacher provided oral feedback and conducted reflection activities to identify students' difficulties and evaluate the learning process that had taken place. However, review and revision activities could not be implemented consistently due to limited instructional time.

Regarding the challenges encountered in implementing the scaffolding strategy in writing lessons, the study found that the teacher faced several difficulties throughout the learning process. The challenge of adjusting and determining appropriate support emerged due to differences in students' writing abilities, difficulties in identifying students' actual needs, and variations in students' responses to teacher assistance. In addition, the fading process was challenging because some students remained dependent on teacher support and lacked confidence in completing writing tasks independently. Similarly, encouraging students to become independent learners was difficult because some students still relied heavily on teacher assistance and frequently sought confirmation before continuing their work.

## **B. Suggestion**

Based on the research findings regarding the implementation of scaffolding in writing learning and the challenges faced by the teacher, several suggestions are proposed for related parties to improve the quality of teaching and learning.



**1. For English teacher**

English teachers are encouraged to continue developing the implementation of the scaffolding strategy in writing learning so that the support provided to students becomes more effective and responsive to their learning needs.

**2. For Students**

Students are encouraged to be more active and confident in participating in writing activities in the classroom, even though they may still have limitations in grammar and vocabulary. They need to understand that making mistakes in writing is a natural part of the language learning process and can help them develop into better writers.

**3. For Future Researchers**

Future researchers are encouraged to further investigate the implementation of the scaffolding strategy in broader English language learning contexts, including different educational levels and other language skills.